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A Model for a School for the better Education of YOUTH.

Mark Lewis

REason differences a man from a Beast, Learning makes one man differ from another; therefore timely care ought to be taken in the Education of Gentlemen, that they may have some general Improvement in all kind of Knowledge before they begin to tast of Pleasure and will not bear the Yoak.

Learning may be divided into two parts, First, the toylsome part, consisting in *Reading*, *Writing*, getting the *Grammer*, and the *Copia Verborum*; Secondly, the pleasant part, which may be divided into two Branches; First the Solid part, by which I mean the Knowledge of things, especially such things as are obvious to sense, as *Herbs*, *Druggs*, *Seeds*, *Mineral-Juices*, *Metals*, *Pretious Stones*, *Birds*, *Beasts*, *Fishes*, *Anatomy*, *Astronomy*, *Geography*, *Geometry*, *Arithmetick*, *Gardning*, *Planting*, &c.

Secondly the Mechanick or Complemental part, As *Dancing*, *Singing*, *Instrumental Musick*, *Fencing*, *Wrestling*, *Vaulting*, *Riding* the manag'd Horse, *Military Discipline*, *Painting*, *Turning*, &c. My Intention is to Demonstrate how Gentlemen may attain at least some general Knowledge in most of these things in the time they spend at School, were Schools order'd as they might be.

To this end, First *Grammer* must be made Short and Plain, especially the Rudiments of it. Secondly, the way to gain the *Copia Verborum*, must be made Easie; Thirdly, things obvious to Sense, must be learn't with words. Fourthly, one Master must not be charged with too many Schollars, suppose ten, or at most fifteen, and they must be all in one form. Fiftly, Professors must be always upon the place to teach the delightful part of Learning in the times of Intermission.

I have perused all Models which have come to my hands, and have made the best Observation I could upon them, and I find none that offers fairer than *M. Lewis* of *Tottenham High-cross*: I have carefully examined his Notions, upon which he builds his whole *Grammatical Hypothesis*; They are mainly two. First, that the Rules of Grammer ought to be plain, that they ay be easily Understood; especially because they are to be learn't by Children, to the meaness of whose capacities we ought to condescend; Now plainness in regard of the thing signifying, therefore the Rules ought not to be in *Latine*, much less in Verse: and plain-

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neſs is in reſpect of the thing ſignified, Therefore it is not reaſonable to uſe Logical Definitions in the Etymologia, nor ſecond Notions in the *Syntax* of the introductory Grammar. He ſhews how moſt things in Grammer may be brought down to the ſenſe of Seeing, in regard of the thing ſignified: For the better effecting of which, he propoſes a Technical Author, in which the ſeveral parts of Speech ſhall be Printed in a different Character, ſo that what he cannot deſcribe by Rule, may be made ſenſible by Example.

2. Secondly, he ſaith the Rules of the *Latine* ought to be accommodated particularly to the *Engliſh* Tongue, and the Rules of the *Greek* to the *Latine*; becauſe all improvement of Knowledg is by comparing what we are to learn, with ſomething we know already, we tack on the New Notion to ſome old Idea we have before in our minds; It is a Law of Nature to proceed, *a noto ad ignotum*; by this means the Rules of Grammar become more ſhort and eaſie to Underſtand, get, and keep.

Theſe things are more largly diſcuſſed in his Eſſay and Preface to his Grammar for the *Engliſh*, *Latine* and *Greek* Tongues, conſiſting of about three ſheets, Founded upon theſe two principles; From which principles he makes theſe Deductions.

1. The Grammer of the *Latine* may be accommodated to the *Engliſh* in the Etymologia, to know the parts of Speech thus. *Subſtantives* have a plural *number*, as *Song*, *Songs*. No other part of Speech is diſtinguiſhed in *number* in the *Engliſh*, beſides *Subſtantives*, *Adjectives* have the ſame termination in both *Numbers*, as *Good Song*, Good ſongs, &c. So likewiſe the Rules for *Government* in the *Syntax* ought to be by the *Engliſh ſigns*, which are, *a*, *the*, *of*, *to*, *for*, *in*, *with*, *from*, *by*.

2. The Declenſions of *Nouns* and Conjugations of *Verbs*, are better known by the *Theme*, then by the *Genitive Caſe*, or *Infinitive Mood*, as *Muſa* is of the firſt Declenſion becauſe it ends in *A*. *Amo* is of the firſt Conjugation becauſe it ends in *O*. impure &c. the Old way is a Circle.

3. He ſaith the *Genders* of *Nouns* ought to be concluded from the Declenſion, which may be done by five Rules, and not by the increaſing of the *Genitive caſe*; As all *Nouns* of the firſt and fifth Declenſion are of the *Feminine Gender*, &c.

4. Three Rules ſtate the whole, *As in præſenti*, if we add the *Supine* to the *preterperfect tenſe*: The Exceptions are the ſame with *Lilly*, and ought to be Learn'd at the firſt *Vocabulary*.

5. The *Syntax* may be comprehended in three Rules according to the number of words declined, which are *Subſtantives*, *Adjectives*, and *Verbs*. (1) a *Verb* hath *Number* and *Perſon* by the *Subſtantive* before it, of which it is the Motion; as, *I did love*, *we did love*. (2) The *Adjective* hath *Number*, *Caſe*, and *Gender*, by the *Subſtantive* after

after it, of which it is the manner; as, a *good man*, a *good woman*. (3) Every *Substantive* (which is not the *Nominative case* to the *Verb*) shall be governed of the word before it, on which it depends according to the *sign*. As, *I do give the garment of my Father, to thee for a pledg with my hand from my Brother*. All these *Substantives* have *Case* by the *sign*. Three Exceptions from this last Rule, do make the *Syntax* Tolerable for a beginner. Which are, (1) Apposition. (2) The *Ablative case* absolute, (3) a few *Verbs* put acquisitively where *To* is understood, all the other Exceptions concern but a few particular Words, which may be observed as they occur.

6 He shews how the *Greek* Tongue may be accommodated to the *Latine* in the Etymologia, by comparing the *Greek Nouns* to the *Latine*, and the *Greek Verbe* to the *Latine*; only there is but one Conjugation in the *Greek*, the Contracted *Verbs* out of Contraction, are of the sixth *Conjugation*, and the *Verbs* in *mi*, may be reduced to the *Aoristus secundus passive*: also in the *Syntax* most of the Irregularities of the *Latine*, where there is not an *Elypsis* are Grecisms. These things are discussed more largely in his Grammar.

7. He shews the great Design ought to be to teach Children things, especially such as are obvious to Sense.

8 That Words may be learnt together with things, he believs, *Comenius hic Janua Linguarum* to be the most compendious way, where the whole *Copia* of words in their propriety are contained in a little compass, and may be quickly learnt. Further, that Book is a System of Things as well as a repository of Words, it is digested into eight Comedies by the Author, and turned into *Greek* by Dr. *Littleton*, and was it dressed in *French*, *Italian*, and *Spanish*, the advantage would be very great. When it is learnt in *Latine*, the learning in *Greek* would confirm the *Latine*, both these would dispose to learn *French*, *Italian*, or *Spanish*, in a few moneths; when it is thus learnt, it would be like Topicks in the Art of Memory. it concerns the assertors of the old Method, to answer his Allegations, or not to reproach a Man behind his back, they are willing to look in the face.

The Method he proposes is so Natural that I cannot but own it. *From hence Education may be improved thus,*

1. A convenient house must be provided, where all the Scholars may be kept within bounds, to prevent Debauchery.

2. Secondly, Children should learn to Write betimes; this will dispose them to all things to be learnt afterward.

3. Thirdly, That they should be instructed early in *Geometry*: for they will as soon handle a pair of Compasses, as use a Pen, and draw a perpendicular or paralel Line, as make a Letter.

4. Fourthly, *Arithmetick* is not to be neglected, seeing they will

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will as easily understand the nine Figures, as so many Letters, and may learn Arithmetick as soon as Spelling.

5. Fifthly, That they be shewn something of *Astronomy* and *Geography* by Globs and Maps, which will be as much a Recreation to them, as to know the streets in *London*.

6. Sixthly, If *Repositories* for *Visibles* were prepared for them, they would take content to see *Heavbs*, *Plants*, *Druggs*, *mineral Juices*, *Metals* and *pretious stones*, the *pictures* of *Birds*, *Beasts*, and *Fishes*; and by beholding the things would be better enabled to remember the names.

7. Seventhly, It would lay a foundation for future Knowledge in Children, if they were shewd the outward and inward parts of the Body, *viz.* the *Muscles*, *Veins*, *Bones*, *Arteries* and *Intrals*.

8. Eightly, It would be convenient, Children in the season of the year, should be shewd something of *Gardening*, *Planting*, *Inoculating*, &c. They are capable of understanding all these things, and would be delighted in them, because in the practise of them, they are obvious to Sense.

9. Ninthly, As they are growing up, it would much improve them to Travel under some prudent Guide, and to see the most remarkable things in their own Country, before they travel abroad: and to make Observations of Improvement of all Husbandry.

10. Tenthly, To this solid Learning may be added, *Dancing*, *Singing*, Instrumental *Musick*, &c.

11. Eleventhly, and Last of all, frequent acting of *Interludes* would much improve Children in Audacity and Carriage, Particularly *Comenius* his *Praxis Comica*, containing the whole *Janua Linguarum* in eight Comedies, which are very innocent, and they may be performed without much trouble for Properties; beside these would improve the Children in their *Janua* when they have once learnt it.

Obj. If Grammar be made so short, and Words got thus easily, that a Child of middle parts may be a Competent Master of five or six Languages, in three or four years, what shall he do afterwards, before he is old enough to be sent to the University.

An. The Child may further habituate himself in the things before mentioned, and if he had seven years to spare, he may imploy all his gained time in History.

Obj. Here are so many things to be done, that one thing will hinder another, and so nothing be effectually Performed at all.

An. To this I answer, *Store is no sore*; And every Parent shall be left to his liberty to choose what his Child shall learn, as best suiting his Quality and natural Inclination; It is not to be supposed that all these things shall be taught at one time; Perhaps all of them shall never be taught to many at any time, they may learn

learn two things at a time, in regard they ſhall be inſtructed in theſe things four times in one day, and may eaſily keep what they have gotten; Doubtleſs in ſeven or eight years (the time uſually ſpent at School, from eight till fifteen) all that are not naturally Fools, may get ſome tolerable inſight into many of the things before mentioned; or at leaſt every one may light upon ſome one thing ſuiting his Genius, in which he may prove Excellent. Surely this is better, then to ſpend ſo many years meerly in learning Words and a little Hiſtory, it is better to be a general Schollar, then to underſtand more profoundly, one or ſome few particular things.

For the better carrying on of this, it is Requiſite,

1. Firſt, That two or three perſons ſhould be concerned, as Partners or principal Undertakers, who will have imployment enough to ſee that every thing be carried on orderly.

2. Secondly, Profeſſors muſt be always on the place to teach the Complemental qualities in Play-times.

3. Thirdly, To this end, Children ſhall never be at their Book above an hour and a half at a time, but have frequent Intermiſſions of an hour and half, or two hours; For inſtance, they may be at School an hour and half before Break-faſt, half an hour may be allowed for Break-faſt, then one hour may be ſpent in theſe delightful Exerciſes, the Children ſhall be at School again one hour and a half before Dinner, then one hour may be allowed for Dinner and Play, and then one hour may be ordered for delightful Learning, *&c.* I ſuppoſe all Men can remember how tedious it was to them when they were Boys, to ſit four or five hours at one time, in a bitter cold School in the *winter* or a ſultery hot School in the *Summer*, under a Tyranical Maſter and an unintelligeble Grammar: So there would be allowed ſeven hours for the troubleſome Learning, four for delightful Learning, and the reſt thirteen for Eating and Drinking, Sleeping and Play.

Ob. If any think Children by this means are kept in too great Slavery, at other Schools, they have commonly *Tueſdays*, *Thurſdays* and *Saturdays* in the Afternoons, only for Play, either Courſe, or elſe upon the requeſt of Friends, which ſhall be wholly denied here; beſides they have two hours at Dinner, and four or five hours after they break up School at night, to ſpend as they pleaſe.

An. Children in intermiſſions, either have exerciſe impoſed troubleſome to do, as if they were at School, for the neglect which they are frequently corrected, or they go to learn Writing and Ciphering, or elſe are troubleſome to their Relations and themſelves whilſt they miſpend their time.

Obj. Another Objection is this? How ſhall the charges of the Profeſſors be born?

An. I Anſwer, The chief Undertakers may entertain ſo many Servants as they pleaſe, to be Apprentices for certain years; which ſhall each of them be Præ-inſtructed in one or two of theſe Qualities; in the School time they ſhall be as Ushers at the elbows of the chief Maſters, and at Play-time ſhall exerciſe the Children in the Complemental Qualities before mentioned, one of the Undertakers ſtanding by, and once a week the principal Maſters of the Qualities theſe Young-men teach, ſhall ſupervise them until they ſhall be of years and Experience to manage their Buſineſs alone. All perſons in *London* take this courſe in their Trades, as difficult to be diſcharged, as this thing is, and ſo learn one Apprentice under another. To be ſure a Young-man thus bred for ſeven years, will be in as probable a way to ſupport himſelf, as any way I can think of. By this plentiful ſupply of Ushers, a particular care may be taken of the Children; And if the Method was but ordinary, they would be more improved, than where one Maſter teaches a hundred in two Forms, or thirty or forty in three or four Forms, as is uſual in moſt great Schools of *England*. For theſe Apprentices ſhall be as Ushers at the elbow of a principal Maſter in School-time, if a principal Maſter hath twenty Children to teach, he may have one of theſe Servants his aſſiſtant to be at his appointment.

Ob. This delightful Learning, becauſe impoſed, will be as toilſome as other Studies.

An. The variety of Imployment, will take off much of the *Tedium* when Children are once accuſtomed to this Method.

I do not ſee why theſe bodily Exerciſes (*though Impoſed*) may not as well cauſe the Blood to circulate, and theſe delightful Studies chear the Spirits, as any their uſual childiſh Recreations; to be ſure it will do them more good, than running in the Dirt, lying upon the Ground, or ſcorching in the Sun: Eſpecially if Severity may be avoided, which I think, may be done by a Prudent uſe of School-money; that Children ſhall never be in danger, nor fear of Stripes, unleſs in caſe of Contempt, which rock they may avoid if they pleaſe.

Ob. *But what ſhall thoſe Children do in the times of intermiſſion, whoſe Parents do not deſire, they ſhould learn any of thoſe Complemental Qualities before mentioned?*

An. All Parents will deſire their Children ſhould learn *writing*, *ciphering*, drawing with a *Pen*, *Geometry*, the uſe of *Maps* and *Globs*, the name and natures of all *Simples*, their Children ſhall be exerciſed in theſe things, and ſo get a greater Knowledge in them, if they have yet time to ſpare, to be ſure there is delightful Hiſtory enough for them to read, ſo long as they ſhall be continued at School.

At Tottenham High-croſs *four miles from* London *in the Road to* Cambridge, *this Model is carrying on · where ſo many of theſe things ſhall be performed as can be expected from a Schoo l newly Erected for this purpoſe. Namely,*

1. Firſt, The Grammar for the *Engliſh*, *Latine*, *Greek* and *Hebrew*, ſhall be taught:

2. Secondly, There ſhall be at preſent, an apartment for *French*, and hereafter for *Italian* and *Spaniſh*:

3. Thirdly, Proviſion is made of *Maps* and *Globs*, with Inſtruments and Books for *Aſtronomy*, *Geography* and *Geometry*:

4. Fourthly, There is a Maſter for *Writing* and *Arithmetick*:

5. Fifthly, Maſters are alſo provided for teaching *Muſick*, *Dancing*, *Singing*, *Painting*, *Fencing* and *Military Diſcipline*:

6. Sixthly, *Repoſitories* for *Viſibles* ſhall be immediately provided, out of which may be produced, *Herbs*, *Drugs*, *Seeds*, Mineral *Juices*, *Metals*, precious *Stones*, *Birds*, *Beaſts*, and *Fiſhes*, that cannot be produced in Specie, ſhall be ſhewed in their Pictures:

7. Seventhly, *Comenius* his *Interludes*, ſhall be Acted at leaſt four times a Year:——

Riding the *Managed Horſe*, is a buſineſs of that Charge, that it cannot be Attempted till there be ſuch a number of Gentlemen upon the Place as will bear the charge of it.

Ordinary Perſons ſhall be entertained at 20 *l. per annum*, or under, to learn what they pleaſe; Gentlemen at 25 *l. per annum*; and perſons of greater Quality at 30 *l.*

Doubtleſs by this means much Time will be ſaved, and perſons thus Bred, will be diſpoſed to raiſe themſelves higher in all kind of Learning, when they ſhall be advanced to the *univerſity*; and be much fitter to ſerve their *King* and *Country* in any publick Imployment: At the worſt, in any private Condition, they will have much advantage by Converſation, and be incouraged to divert themſelves in their private Studies when ſo good a Foundation is laid.

If no more be done in the Tongues by this ſhort Method of *Grammar*, and this particular attendance of *Maſters* (which cannot well be ſuppoſed) the probability of Underſtanding things, and attaining ſome of thoſe Complemental Qualities, may juſtifie any prudent Man, in making a Tryal where the charge will not be greater then at other Schools.

To the Right Honorable, Arthur, *Earl of* Angleſey *Lord Privy-Seal.*

Your Honor hath been Pleaſed to peruſe this *Model*, and ſo far to approve of it, as to ſend your Grand-Children, My Lord *Dacey*, and Sir *James Pore* to be Educated by it; which doth incourage Me to lay it at Your Honors Feet, and humbly begg Your Patronage.

A. E.

AT *the* Anchor Coffee-houſe *in* Fleet-ſtreet *near* White Fryers-gate, *ſome Perſon will be every* Thurſday *in the Afternoon from Four till Six of the Clock, who will give an Account of theſe things to any, that ſhall deſire it.*

M. Lewis *his Books are ſold by* Thomas Parkhurſt *in* Cheapſide *at the* Bible *and* three Crowns.

ANy perſons that are grown, may be inſtructed in this Method of *Grammar* by Mr. *Stacy*, at Mr. *Baniſters* at the *Academy* in *Chancery lane* near the *Pump*. Such as have any thing of the *Copia* of Words, may in a few hours be made Maſters of the Neceſſary part of the *Latine* and *Greek* Grammar; though they have diſcontinued the thought of them many years, and forgot them never ſo much. Alſo there is taught *Rhetorick*, *Aſtronomy*, *Geography*, *Geometry*, *Arithmetick*, *Writing*, *Painting*, *French*, *Singing*, *Muſick*, *Dancing*, *wreſtling*, *Fencing*, Riding the *Managed Horſe*.

Any Perſon that deſire it, may be Accommodated in Mr. *Baniſter*'s Houſe with Diet and Lodging at reaſonable Rates, and may learn all, or as many of theſe things as they pleaſe; or they may come thither at ſet times and be Inſtructed in the things before mentioned.

FINIS.